

May 1981

## An Interview: Germaine Brée

Germaine Brée, Kenan Professor of Humanities at Wake Forest University, is currently on appointment as OSU Distinguished Visiting Professor in the Division of Comparative Studies. Professor Brée is an internationally renowned scholar of modern French literature and author of numerous books and articles on Camus, Proust, Sartre, Gide, and modern French women writers. She is teaching a Comparative Studies course on "Autobiography as a Literary Genre" and preparing for her NEH Seminar on "La Problematique de L'Ecriture Feminine" to be offered this summer at the University of Wisconsin-Madison.



When Professor Germaine Brée speaks of her first university appointment in the 30's at Bryn Mawr, there is a slight note of wonder and considerable admiration in her voice. "Bryn Mawr at that time, she says, "was staffed by a number of truly magnificent women. Georgiana Goddard King, Lily Ross Taylor, Eunice Morgan Schenck -- these women were great scholars. They set the feminine university standards of the time. They had a very strong and liberal feeling about exposing their students to professors with the cultural background and perspective on the literature they taught." So it is the academic convictions of Bryn Mawr that we have to thank for the fact that Professor Germaine Brée pursued her career in this country and not in her native France.

Her academic study of contemporary French literature is a direct result of that initial university appointment; her schooling in England and France prepared her for the study of English literature. At the time she was offered the position at Bryn Mawr, she was teaching English at a women's Lycée in Oran. Happily, she responded to Bryn Mawr's request. "Eunice Morgan Schenck, in her wisdom, said, 'anyone who is trained in literature can teach the literature of any language she knows well. You are French; you will conduct a seminar on Marcel Proust.' I had only read *Du Côté de Chez Swann* (Swann's Way) -- but I certainly was not the person to argue with Eunice Morgan Schenck. It was a big challenge for me -- the level of teaching at Bryn Mawr was high and the students well trained. All semester I was one volume ahead of my students, and I did not know how it was going to end. It was quite an experience for me. I had never worked so hard in my life as that first year at Bryn Mawr -- and it taught me a lot. Out of that seminar came my first book on Proust."

Had she remained in the French educational system, Brée says, there would have been but a slight chance for

her academic profession to take the shape it has. "I belong to the first generation of French women who entered the university in large numbers." At the time she entered the Sorbonne, there were not so many young people who continued their education at that level in general -- and certainly not so many women. "There were no women's universities, there was no segregation. When you passed your exams, you were identified by a number; there was, really, no discrimination at that stage of our careers. After that, things took a slightly less promising turn. Very few women of that generation taught in the university. The few that did belonged to a kind of 'in' group. From the men and women who passed the exams, a certain number of men were selected to fill positions in the men's lycées, and most of the women were appointed to the women's lycées.

"When I was brought to Bryn Mawr as a member of the faculty in '36, I began to see how the American university system works and how very different it was from the European system to which I was accustomed. I had been at Bryn Mawr four years before as a foreign fellow, but, you know, graduate students don't think much about the way a university operates. The attitude of the teachers, for example, was quite different. The French university professors paid little attention to the students."

"I taught at the lycée of Oran for four years before coming to Bryn Mawr, and there was little encouragement for initiative in scholarship. The curriculum, too, was prescribed. Every student reading for the baccalaureate studied the same texts under the French system at that time. We taught -- and we did our teaching conscientiously -- but the minute we finished, we thought of doing something else. My idea was to travel, and I traveled extensively all over North Africa.

"At Bryn Mawr, I was free to choose the texts I would treat in a course; I was at liberty to develop my own way

of teaching. It was a completely different outlook for me. I could sense a whole national university network. There were meetings and discussions, dialogue between scholars and students. In France, you see, a woman in my generation would have been very unlikely to have had that kind of opportunity to make a university career. Nothing prepared her for it. Bryn Mawr taught me how to do research, how to go on with my work, how to participate in conventions. And, of course, I was at a women's university, and there was no discrimination in the promotion system."

In 1943, Germaine Brée left Bryn Mawr. She volunteered for service during World War II. She was stationed first in Morocco, and drove an ambulance -- an experience she refers to as "routine" -- then was transferred to Algiers, and later to the American base that supplied the French Army.

After the war, the legal situation of women in France, Brée says, changed rather suddenly and completely for the better. "During the war, the feminist movement was held in abeyance -- mainly because large numbers of the men were prisoners and the women were busy doing everything. The war was the primary thing: the concern of everyone was simply to make it through. When the war ended, however, France had a look at itself. It was incredible, everybody realized, that a country like France had not yet extended the vote to women. Once that was changed, other things followed suit. Once you have the vote, you become an electorate -- and you get spoken to and listened to. The Napoleonic code, too, was at long last reformed. The Napoleonic code was devised to fit the needs of post-revolutionary France, to consolidate the position of the rising bourgeoisie via the family and, incidentally, to favor the repopulation of the country depleted by war -- and, to achieve that end, it severely limited the legal province of women. A married woman in France was, really, a child under this code; she was treated as a minor along with madmen and imbeciles. She could not

get a passport without her husband's signature. She could own no property. Should she be found unfaithful to her husband, she could be legally repudiated. If the husband was discovered in an illicit liaison, however, a divorce would be granted the woman only if the affair was carried on in 'his own' home. The custom, of course, was much more liberal than the law; if a woman happened to have an oppressive husband, however, she had absolutely no protection.

"A new impetus came after 1968 which saw the start of a new period in feminine activism. Many young women had participated in the student revolt. But they found the men wanted to keep the full direction of the action, using the women in subordinate roles. The women then formed their own independent group. A landmark incident which occurred about that time characterized their decision."

"After the first World War, the abortion laws had become stringent: the problem for France was to replace the men who had been killed. If a woman had an abortion, she would be imprisoned or fined heavily -- and most of the women seeking abortions were poor. They needed to work. The abortionist -- and anybody who assisted her in securing an abortion -- were liable to be condemned to death. As late as 1942, a woman was guillotined for carrying out an abortion. Around 1970, there was a particular case which caused nation-wide concern. A child of 16 who happened to be the child of an unwed mother had a sort of rapid affair with a boy and became pregnant. The mother and daughter decided that she must have an abortion. The boy was later arrested for car stealing, made a pact with the police by denouncing the girl -- and the trial was on."

"Generally these trials were conducted very routinely. No one ever bothered about them. The people were brought to the courts, condemned, and that was that. This particular trial was made public, however, by a lawyer, Gisèle Halimi. She got 168 women to sign a statement declaring that they had had abortions -- Simone

de Beauvoir was among those women. The state was forced to either prosecute them all, or changed the law. The law was changed.

"The French women's movement at the start adopted the modes of action of the American women. No one, I'm sure, was more surprised by all this than Simone de Beauvoir. She had written her book in 1949; twenty years had gone by. Then suddenly -- there she was -- cast in the role of precursor. She has since supported the women's movement whole-heartedly."

In 1953, Germaine Brée left Bryn Mawr to accept a chair at New York University. "Once I left Bryn Mawr, I began to realize what the situation of women was in the university; I saw how departments were made up. There was an extraordinary difference in proportion between the male faculty and the women faculty. I began to see the difficulties women in the field encountered in order to secure jobs. You could find them in women's universities, that was for sure -- but those positions were very limited."

"I began to see, too, how the meetings functioned. The Modern Language Association -- which is a huge convention -- was so male dominated, it was overpowering. You could hardly open your mouth. There were a few outstanding women, of course, but the largest proportion of the stars, the great scholars, at those meetings were male.

"Things have changed very much since then, I think, and certain things cannot be gone back on. There was a time when photographs were required on applications for fellowships and grants -- and the comments made in the room where the decisions on those applications were taken, as I realize now, were astonishing. But this is no longer so and I doubt that we shall witness a return to the former situation, unless, of course, we experience a great economic crisis, in which case the competition for jobs and positions will certainly not work in the favor of women. I think that what we are watching in this country now is merely a swing of the pendulum. I have seen it before: you make gains, there is a reaction -- and

then the pendulum swings back."

Professor Brée does not share the fears some of us have during this pendulum swing for women's studies. "Women's studies are well established. They have done a great service to the humanities and to social sciences as well as to women. They have given women a voice in the academic community. Women students were numerous in our university -- and although a large percentage of the university population, they were put between brackets when they were referred to at all. In the women's groups they find their voice and discuss what interests them as women -- all their faculties are intensified. I feel a difference, too, when I sit on committees. I have long been a token woman on committees, and I used not to speak much. I just let the men speak -- they wanted to speak. And I was mostly bored. But I started to speak out. The academic attitudes changed."

There are many reasons why Brée believes that women's studies are important especially for the humanities and the social sciences; they provide scholars with new ground for expanding their understandings of life and human consciousness. "Women's studies could not isolate themselves within a single discipline; so they favoured a broad exchange of fact and method between the disciplines: history, social science and literary criticism. In my own discipline, for instance, literary criticism, we have gone through a phase that tended to isolate the text from any 'outside context.' We tended to see the text as self-referential, as developing according to the 'codes' of language, and the literary canon in the culture. Those forms of analysis are valuable in some ways, but the discipline itself was becoming more and more abstract. For various reasons, feminist critics could not accept this theory of the lack of referentiality of language, and by re-emphasizing the social and psychological implications of the text, incorporating linguistic analysis as a methodological tool, the approaches to the text were enriched."

Women's studies courses become questionable, Brée says, only when the discussions degenerate into

unreserved and undirected emoting; self-indulgence and self-pity have no place in the classroom. "If allowed to develop such discussions are sterile: nothing is being studied, no problem is being approached, and that is of course no help to anyone. We need to look very seriously at women and literature and our culture from a well-defined kind of theoretical framework. We need facts -- legal and medical facts; we need to know why the system is the way it is. One of the books which I used in my NEH seminar the summer before last was entitled The Feminine Fact. Under the direction of Evelyn Sullerot, specialists, men and women belonging to a great range of disciplines discussed the latest research concerning women. What do we know about women today? What are the facts, the physiological and biological facts? What are the things we don't know?"

In her summer seminar, funded by the National Endowment for the Humanities, on "La Problematique de L'Ecriture Feminine" (The Problematics of Feminine Writing) Brées approach follows this format of posing questions, of looking carefully and closely at what has been done in feminist research and feminist thinking. She limits her subject material to French women writers and the question of "feminine" writing. She examines, first, the historical and sociological background of the French feminist movement. From that foundation, the students look at the theses currently being presented concerning the relation of women to writing and the terms of the arguments brought forward in relation to that question. Brée notes that these arguments tend to separate into certain kinds of approaches: some, such as Simone de Beauvoir, discuss the problem of women's writing in conceptual terms. Others claim that the conceptual approach is male-identified -- too inclined toward a "closed" model which requires a careful step by step organization of one's thoughts with a beginning and an end, and demands that one prove something or other. Some, such as Cixous, have suggested that the semi-poetic essay is more open and comfortable for feminine thinking. Certain others, such as

Irigaray, have set themselves the task of tearing apart psychoanalytic theory. Freud's theory, for example, has been attacked by these women on linguistic grounds. His language consistently implies that the natural in this culture is male -- he defines woman again and again as a being not in possession of a penis. What if we were to define the male as a being lacking a womb?, these women ask.

As in her course this quarter at OSU, the texts Brée uses for this seminar are autobiographical, for the most part. She thinks autobiography as a literary genre is particularly useful in the study of women and the attempt to understand whether and how feminine consciousness differs from male consciousness. If there is such a thing as a "feminine sentence" or "feminine structures of discourse," we are most likely to find it in autobiography, since it is the area of writing least influenced by constraints of canon and precedent. The forms one selects for one's autobiography are intimately connected to one's conscious relation to space and time. If we look closely at the ways in which women have expressed themselves in autobiography, we will perhaps understand a little more fully how women view themselves and the world, and whether it does entail differences in the way they write.

Germaine Brée told me, at the end of this interview, that she did not find herself so very interesting. "I don't believe you," I said, -- for I found her thoroughly fascinating. I wanted to know more about her childhood (her mother married when she was thirty six, after she had been to Australia a couple of times; the family which resulted from that marriage was impressive -- seven girls and one boy), more about her life (what was the war really like?) -- more about her. But: "When you get to a certain point in your life," she said, "it is the moment which interests you. I am not so much interested in looking back as I am in looking around . . . I have all this to interest me," and she stretched her arm in a half circle in front of her.

Lynn Fauss

## Women's Studies Student Wins Award

The Center for Women's Studies is pleased to announce that Marjorie Stassen, undergraduate major in Psychology and Sociology with a minor in Women's Studies, has been selected as the most outstanding student from the College of Social and Behavioral Sciences for 1980-1981.

Marjorie began her studies at the Newark campus in 1976 and transferred to Columbus to complete degree requirements, which means a daily three-hour round trip from her home in Newark. She has worked as a psychology lab assistant, is a member of the Newark High School task force for gifted and talented children, and is interested in programs to aid battered women and combat drug abuse. Marjorie, who has a 3.99 grade point average, was awarded the William Green Scholarship for 1980, the Arts and Sciences Award for Excellence in Scholarship; she is also a member of Phi Kappa Phi, a student honorary.

Marjorie will graduate this Spring Quarter and plans to pursue graduate study in the field of labor and human resources as preparation for a career in industry. The Center for Women's Studies extends its congratulations and all good wishes for a successful future.

## Cooper-Nesser Art Exhibit

Donna Cooper-Nesser, M.A. candidate in the Department of Art, will present an exhibit of monoprints, "Explorations and Discoveries," in Hopkins Hall Gallery May 18 through May 22. There will be an Opening Reception on May 18, 7:00-9:00 p.m. Ms. Cooper-Nesser's work is described as an exploration of organic forms executed in vibrant hues.

## The Family Protection Act

Senator Paul Laxalt's Family Protection Act (S. 1808, as amended and H.R. 6028, as amended) is a document which requires little introduction or explanation. The proposed legislation draws its support from a contingency variously known as "pro-family", "the new right", and "the moral majority," and the provisions speak for themselves. We reprint here the text of the proposed legislation, excerpted from the Conservative Digest, for your information:

### Title I. Education

1. Federal education money is denied states that don't allow prayer in public buildings.
2. Federal money is denied states that don't require parental consent for student enrollment in public school courses about religion.
3. Federal money is denied schools that try to exclude parents from visiting public schools, classrooms, or functions.
4. Federal money is denied schools that require public school teachers to belong to a union.
5. Federal money is denied states that don't permit parental and community review of textbooks prior to their use in public schools.
6. Federal money is denied values clarification or behavior modification courses.
7. Federal money may not buy textbooks or other educational materials that belittle the traditional role of women in society.
8. States are insured the right to determine teacher qualifications, free from the influence of federal regulations.
9. States are insured the exclusive authority to regulate attendance at public schools.
10. Local schools are given back the authority over sex-intermingling in sports and other school activities.
11. Private schools are exempted from National Labor Relations Board jurisdiction.
12. A Family Savings for Education Plan is established: Parents may deposit up to \$2,500 tax-exempt, per year, to save for their children's education.
13. Most titles of the Elementary and Secondary Education Act are repealed and replaced with block grants of money to states to use for education as they deem necessary.
14. If schools require a parenthood course, parents may arrange for their children to be taught the course by a minister or church on a release-time basis.
15. Parent-run schools are granted tax exemption if they fulfill certain requirements, and are granted accreditation for all purposes of federal education law.
16. Federal courts are denied jurisdiction over the issue of state requirements for teacher selection and promotion.

### Title II. Welfare

17. A tax credit of \$250 is allowed a household which includes a dependent person age 65 or over (Multigenerational Household Incentive).
18. A tax exemption of \$1,000 is allowed a household which includes a dependent person age 65 or over.
19. College students may not receive food stamps.
20. A corporation may deduct from taxes its contributions to a joint employee-employer day-care facility.
21. The pre-1973 Defense Department requirement that servicemen separated from their families send their dependents an allowance is reinstated.

### Title III. First Amendment Guarantees

22. Rights of Religious Institutions. Federal agencies may not regulate religious activities such as church schools, religious homes and other ministries.
23. Rights of Families. Parental rights over the religious and moral upbringing of their children are reinforced.

#### Title IV. Taxation

24. Contributions by an employed person to a savings account for his non-working spouse are tax deductible, up to \$1,500 per year.
25. The current "marriage tax," which penalizes married couples with two incomes, is eliminated.
26. Expenses incurred in connection with charitable, civil, political or religious volunteer work are given the child care credit.
27. Married couples filing jointly are granted an additional \$1,000 tax exemption for the year in which a child is either born or adopted. The exemption increases to \$3,000 if the child is adopted and either handicapped, over the age of 3, or bi-racial.
28. Contributions to an IRA-type retirement account for the taxpayer's parents are deductible, up to \$1,500 per year for each parent.

#### Title V. Domestic Relations

29. Child Abuse. Federal attempts to change state statutes on child abuse are forbidden. Spankings are specifically stated as not constituting abuse. Federal funds for operation of child abuse program without specific authorization from the state legislature are prohibited.
30. Spouse Abuse. State statutes regarding family relationships are protected from federal interference. Private associations to care for domestic violence victims are encouraged.
31. State statutes regarding juvenile delinquency are protected from federal interference. Tax-exempt status is granted to private associations working on the problem, providing no federal funds are received.
32. Parents must be informed when an unmarried minor receives contraceptive appliances or abortion-related services from a federally supported organization.
33. Legal Services Corporation money may not be used in litigation seeking to compel abortions, assistance or compliance with abortion or funding for abortions.
34. Legal Services money may not be used for school desegregation litigation.
35. Legal Services funds may not be used for divorce litigation.
36. Legal Services funds may not be used for homosexual rights litigation.
37. Federal money is denied any organization that presents homosexuality as an acceptable alternative lifestyle.
38. Discrimination against declared homosexuals may not be considered an "unlawful employment practice."

## Information

### Women's Studies Colloquium Series

"Third World Women in Family Planning Programs: Images and Reality." Wednesday, May 13, 12-1 p.m., Main Library Browsing Room. Judy Kahrl will discuss her research on the role of women in films used in these programs.

"Women's Cinema and Feminist Criticism." Wednesday, May 20, 4 p.m., Dulles 09. Professor Judith Mayne, Department of Romance Languages.

### Lobby for Choice Day

The National Abortion Rights Action League of Ohio (NARAL/Ohio) will sponsor Lobby for Choice Day on Wednesday, May 6. Supporters of family planning services and legal abortion will meet with legislators at the State House in Columbus in a show of Pro-Choice strength.

The Ohio General Assembly is considering cutbacks in the budget for family planning services. Three Anti-Choice bills, H.B. 92, H.B. 93, and H.B. 94 are also being considered. NARAL/Ohio strongly urges women in all legislative dis-

tricts of Ohio to show their support for Choice.

The schedule will be:

- 11:00-11:30 a.m. -- Program at the YWCA (65 South Front Street).
- 11:30-3:00 -- Lobby legislators at the State House.
- 3:00-4:00 -- Reception at the YWCA.

For more information, please call NARAL/Ohio at (614) 469-9628.

## Women's Calendar

- 7 May noon-1:00 'Brown Bag' Series: "Issues in Single Parenting," Browsing Room, Main Library.
- 9 May Majorie Bly -- Renaissance Mime Performance in conjunction with the OSU Renaissance Festival.
- 14 May noon-1:00 'Brown Bag' Series: "Implications of the Human Life Amendments," Browsing Room, Main Library.
- 21 May 'Brown Bag' Series: "Legal and Medical Aspects of Dysmenorrhea (Menstrual Discomfort)," Browsing Room, Main Library.
- 22-24 May Intergenerational Retreat for Women, Geneva Hills, Ohio. (Call 422-8473 for information.)
- 28 May 'Brown Bag' Series: "Women and Grassroots Organizing," Browsing Room, Main Library.
- 20, 27 May Workshop: "Career Challenges for Women." (Call 422-8473 for information and registration. Limit: 15)

## Gay Arts Festival

The Gay Alliance of The Ohio State University will present the Gay Exposition and Gay Arts Festival on Saturday and Sunday, May 2 and 3, at the Ohio Union. The program will include films, theatre, dance, music, and exhibits of paintings and photography. For more information, please call Gay Alliance at 422-9212.



**Autumn Quarter 1981**

# Women's Studies Courses

Women's Studies 201: Introduction to Women's Studies in the Humanities

This course will explore twentieth-century feminist concepts through readings from Agnes Smedley to Marge Piercy, fiction and non-fiction.

Barbara Rigney

M-F 12:00

\*5 credit hours

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Women's Studies 201N: Introduction to Women's Studies in the Humanities

This course will examine women's roles and status within traditional disciplines including philosophy, history, literature, and art. We will explore some of the alternatives and strategies for change advanced by contemporary feminist theory, women's culture, and women's contributions in various fields.

Instructor to be announced

MW 7:20 - 9:30 p.m.

\*5 credit hours

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Women's Studies 202: Introduction to Women's Studies in the Social Sciences

This interdisciplinary course will focus on structural, institutional, and sociological issues which affect the position of women in the United States. We will explore issues such as work, family structure, sexuality, media representation, violence against women, and political action -- all from the feminist perspective.

Sheila Inderlied

TR 1:00 - 3:00

5 credit hours

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Women's Studies 599: Senior Seminar

This course will examine the major texts of contemporary feminist theory and will include both fiction and non-fiction.

Barbara Rigney

TR 10:00 - 12:00

5 credit hours

Prerequisites: Women's Studies 201 or 202 and one other Women's Studies related course; or permission of instructor.

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Classics 508: Women in Greece and Rome

This course will be a study of the roles of women in ancient society, literature, and art.

Jane Snyder

M-F 10:00

5 credit hours

Prerequisites: 5 credit hours at the 200-level or above in: Classics, History, Women's Studies, Comparative Studies, or English; or permission of instructor.

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Comparative Studies 215.01: Women Writers -- Traditional Roles

This course will introduce students to the various ways in which women have described their traditional roles, both biological and social, in works of literature from the late eighteenth century to the present. After defining the nature of these roles, especially those of "wife" and "mother," we will attempt to chart the growing awareness among women writers that their art could -- and should -- reflect social truths.

Instructor to be announced

M-F 1:00

\*5 credit hours

Prerequisite: 5 credit hours in literature

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English 592: Women in Literature

This course will be a study of the evaluations of assumptions about the nature and role of women as reflected in literature.

Mildred Munday

M-F 12:00

5 credit hours

Prerequisite: English 110

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Hebrew 274: Women in Ancient Hebrew Literature

This course will be an examination of the social, legal, and religious position of women as they appear in ancient Hebrew literature. Taught in English.

Gila Ramras-Rauch MWF 12:00 \*3 credit hours  
 Prerequisite: English 110

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History 237: History of Women in the United States

This course will be a study of American women and the economic, social, and political factors responsible for women's status in society from the colonial period to the present.

Leila Rupp MWF 10:00 \*5 credit hours

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History 781N: Studies of Women in History

This course will be an intensive study of selected issues in the history of women with emphasis on historiography and bibliography.

Leila Rupp R 7:00 - 9:00 p.m. 5 credit hours  
 Repeatable to a maximum of 10 credit hours

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Music 294: Women Composers

This course will be a survey of the contributions of women in the major areas of concert-music composition.

Martha Maas MWF 1:00 3 credit hours

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Psychology 887: Counseling Women

This course will explore issues related to counseling and therapy with women clients. Specific topics will include: sexism in therapy, non-sexist and feminist approaches to therapy, and issues and considerations in career counseling with women.

Nancy Betz W 3:00 - 5:30 3 credit hours  
 Prerequisite: Must be a graduate student in a counseling-related field.

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Sociology 435: Sociology of Women

This course will be an analysis of sex-roles and social structure with emphasis on modern social movements concerned with redefining sex-role relationships.

Verta Taylor TR 10:00 - 12:00 5 credit hours  
 Prerequisite: 5 credit hours in Sociology

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Sociology 680: Sociology of Changing Life Styles

This course will be an in-depth look at some emerging life style patterns, such as dual-career marriages, childless marriages, single-parent families, blended families, singlehood, cohabitation, etc.

Sharon Houseknecht MW 11:00 - 1:00 5 credit hours

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\* Indicates BER credit

## Intergenerational Retreat

The Intergenerational Retreat for Women is a weekend experience designed with the goals of bringing women of all ages together; networking across generations; increasing our awareness of our commonalities; and developing a sense of community among women.

Through presentation, small group discussion, structured exercise, and film, such issues will be addressed as: body images and physiological changes, sexuality, age stereotypes, changing roles, cultural diversity in aging, motherhood, and the 'superwoman' syndrome.

The retreat will be held at the Geneva Hills Lodge, southeast of Columbus near Lancaster, May 22-24. Complete dining and sleeping accommodations are provided in the lodge. The \$20 registration (scholarships are negotiable) includes a Friday night snack, all Saturday meals, Sunday breakfast and lunch, and all lodging.

This event is sponsored by the Office of Women's Services, with financial assistance from the Women's Programming Advisory Committee. Registration for the retreat is limited to fifty participants, and registration forms must be received by Women's Services (408 Ohio Union) no later than May 15. For information about registration, child care, or car pools to and from the retreat, please call Women's Services at 422-8473.

## Don't Just Stand There

If you don't like the way women are portrayed in a television program or commercial, do something about it.

Write a letter of complaint to your local television station and also send a copy of that letter to whichever national station your complaint applies.

NBC 30 Rockefeller Plaza, New York, NY 10020  
CBS 51 W. 52nd Street, New York, NY 10019

ABC 1330 Avenue of the Americas, New York, NY 10010

Bring these complaints to the attention of the Continuity and Acceptance Department. Note this on the envelope and address your letter to this department.

If a particular ad or commercial is offensive, mail a copy of your letter or write another to the president of the company and/or the chairperson of the corporation.

Manufacturers of specific brand names and agencies producing the ads may be found in The Standard Dictionary of Advertisers and The Standard Dictionary of Advertising Agencies which is available in most libraries. This may take some research, but a phone call to a main library will only take a few minutes and they will be pleased to supply you with this information. Other addresses to write to: National Advertising Review Board, 850 Third Avenue, New York, NY 10022; National Organization for Women, Media Task Force Coordinator, 5 South Wabash, Suite 1615, Chicago, IL 60603. And don't forget radio, magazines, local publications, etcetera.

If you don't complain, who will? Information taken from Womankind Vol. II, Issue XVII.

## Gay Women's Support

The OSU Gay Women's Support group (a student-based organization) welcomes new members. The group, which has been meeting weekly since the beginning of Winter Quarter, exists primarily to support gay women (through informal discussion and occasional films and speakers) on any personal and/or political issues they wish to bring to the group.

The GWS office is in Room 307 Ohio Union, which they share with the OSU Gay Alliance. During Spring Quarter, GWS office hours are from 1-3 p.m. weekdays. Group members will be available during those times for walk-in and telephone consultation with persons interested in the organization or needing personal support or resource referrals. For further information, call GWS at 422-8473 (1-3 weekdays) or 422-8473 at other times during the day.

## Women in Action

R&R Sports Academies, Inc., has announced a new adult fitness program, Women in Action, for women interested in developing their personal fitness along with gathering information on health care. Two sessions, using the facilities at Ohio Wesleyan University in Delaware, Ohio, have been planned for June: June 14-16 and June 18-20.

Women in Action is a total fitness program for women of any age and at any level of fitness. It is designed to expel the numerous myths surrounding the care of women's bodies and to help women know and understand their own bodies.

The sessions will include: 1) preliminary testing for personal assessment; 2) diet analysis with nutritional assessment; 3) cardiovascular fitness through exercise; 4) stress management; 5) relaxation techniques; 6) problem sharing; and 7) group discussions. The Head Instructor will be Dr. Linda Hall, Director of Cardiac Rehabilitation Unit, Exercise Program, at the University of Wisconsin at LaCrosse. The Assistant Instructor will be Gwen Hoffman, Head Athletic Trainer at the University of South Florida.

Each session will cost \$135, which includes room, board, and materials (commuters: \$100). For more information, please write to Dr. Mary Jo Ruggieri, Director, R&R Sports Academies, Inc., Box 21150, Columbus, Ohio 43221 (451-8320).

## Open House

The Lesbian Association on Substance Abuse is sponsoring an Open House on May 3, from 10:00 a.m. through 1:00 p.m., at the Women's Action Collective (127 East Woodruff Avenue) to celebrate LASA's new membership with the Collective. There will be a showing of "Leap of Faith," by Linda Thornburg, at noon. Donations are requested, but not required; all money will go towards support of LASA. For more information, please call 291-7756.



## Farewell to Joan

Joan Frericks, faithful typist, receptionist, and general crisis-intervention manager in Women's Studies for the past three years, has resigned to retire to her family responsibilities. Joan's helpfulness, cooperation, and cheerfulness in the face of adversity are legendary among everyone who has worked in or had contact with Women's Studies on this campus, so I can add nothing to the enrichment of her reputation in those matters. But I shall always be grateful to her for her efforts during those first few weeks last autumn when she and I were alone in the office packing for the move to Dulles Hall; I had no idea what was going on, where anything was, or what to do with it if I found it. Joan usually knew the answers even when I didn't really know the questions, and if she didn't, she knew how to find out.

Things have become much more complex since then as our workload has increased enormously, and I know the transition to our reorganization as a Center with a new director and a whole new staff has been difficult for her. But her work has consistently been valuable to us all, and as a cautious critic of the new computerized typewriter for the *Sojourner*, she has turned out to be a prophet: as readers can perhaps deduce from the changed type-face in this month's edition, one of Joan's last jobs has been to re-type much of this issue when the word processor broke down two days before we were ready to paste up the copy, locking our immortal prose in its interior computer pseudo-mind and refusing to give it back.

Everyone will miss Joan greatly, and we all wish her the best of continued health and happiness out on her farm.

Marlene Longenecker

## About Those Dangling Columns

Readers of the April *Sojourner* were probably somewhat confused by an error in the Bari Watkins article. Two paragraphs were

transposed. The sentence which ends rather abruptly at the bottom of the column on page 10, "I see nothing wrong with going back to those nice bourgeois reformers' ideal, if not to their practice, and saying 'Let's . . .'", picks up again about half-way down in the next column: "collect facts in order to change things." And the sentence which ends rather abruptly immediately prior to that is completed at the top of the first column on page 11.

These things should not happen. Unfortunately, they sometimes do, and we would like to apologize for any inconvenience this might have caused readers. We would especially like to apologize publicly to Bari Watkins.

## Information Sought on Sexism in Education

The Project on the Status and Education of Women (PSEW) of the Association of American Colleges has been awarded a 15-month grant from FIPSE (Fund for the Improvement of Post-Secondary Education) to examine the educational climate in the classroom as it currently affects women undergraduate and graduate students. PSEW will identify ways in which faculty may treat male and female students differently and thereby subtly (and often inadvertently) undermine women's confidence in their academic ability, lower their academic and occupational aspirations, and inhibit their learning. The Project will issue a report identifying verbal and nonverbal behaviors that may have such effects, and will offer specific strategies for change.

As part of this grant, PSEW is seeking information about such faculty behaviors — both verbal and nonverbal. Examples include but are not limited to: 1) using sexist humor or making comments such as "Women don't belong in Chemistry: they can't hack it"; 2) calling on women students less often than on men students; 3) interrupting women students in class discussion; and 4) building professionally important out-of-class relationships with male students (especially graduate students) but not with women students.

Additionally, the Project is interested in materials suggesting ways to increase faculty and student awareness of such behavior on both the undergraduate and graduate levels. The Project is also interested in receiving information pertaining to model programs, policies, or activities designed to promote change.

Please send accounts of personal experiences, studies, reports, brochures, policies, and any other information to Roberta M. Hall, Box C-5, Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.

## Grants & Fellowships

### University of California Berkeley

The Center for the Study, Education, and Advancement of Women, University of California-Berkeley, is currently accepting applications to its Research Fellows Program for 1981 and 1982. The theme of the program is "Women and Their Work: Intersections of the Marketplace and the Household." Two Graduate Fellows and two to four Visiting Fellows will be supported each year. For information and application, please write to Gleoria Bradley-Sapp, Research Program Coordinator, Center for the Study, Education, and Advancement of Women, Building T-9, Room 112, University of California-Berkeley, CA 94708 (415) 642-4786.

## Altrusa International Foundation

The Altrusa International Foundation, Inc. is offering Grants-in-Aid of \$250 to \$1,000 to graduate women from Africa, Asia, Latin America, the Middle-East, Polynesia, and Melanesia who are enrolled in an accredited institution in a country other than their own, and who are in need of emergency funds to complete their graduate work. Applicants must

be enrolled as full time graduate students or supervised research workers at the graduate student level; they must have completed at least one-half of their graduate study program in the institutions from which they are applying. Funds may not be used for travel, except as required by the university specifically for the academic program. In addition, applicants must return to their home countries and enter employment upon completion of their studies.

The Grants-in-Aid Committee processes all applications and determines the amount of grants within established limits and on the basis of need and merit. Each applicant is required to complete a form provided by the committee which gives full details of her background and financial need. This must be accompanied by a letter of purpose, future plans, and photographs of the applicant. The academic standing of the applicant must be verified by the educational institution in which she is enrolled.

Requests for application forms should be addressed to: Chairman, Grants-in-Aid Committee, Altrusa International Foundation, Inc., 8 South Michigan Avenue, Chicago, IL 60603.

## Von Humboldt Fellowship

The Von Humboldt Foundation is offering postdoctoral fellowships for candidates in all academic disciplines to carry out specific research projects in the Federal Republic of Germany and in West Berlin. Fellowships may be applied initially for 6 to 12 months; extensions up to a total of 24 months can be granted. Up to 4 months of the period may be spent at academic institutions in other European countries. Candidates must be under 41 years of age and have an adequate command of German. Stipends vary according to academic qualifications, age, and position. Before applying, candidates are encouraged to contact the German institute of their choice to obtain approval for their research project.

Candidates are selected 3 times a year: usually March, July, and November. Applications should be submitted 4 to 5 months before the date of the planned research stay.

Members of the University community wanting more information on the Von Humboldt Foundation should call OSURF at 422-8663.

## Research Funding Source Book

The Business and Professional Women's Foundation has compiled a Research Funding Sourcebook: A Guide for Women Researchers and Researchers on Women. The guide includes over thirty pre- and post-doctoral fellowships, and prizes and awards for women's research from a variety of private sources. It is available free from the Foundation, 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036. (Orders should be accompanied by a stamped, self-addressed envelope, legal size or 8½x11.)

The Business and Professional Women's Foundation is a National Resource Center for Women's Employment Issues. Its objectives include identifying the needs of working women and the resources available to them; collecting and evaluating publications on women and work; and developing new knowledge through research and sharing resources with policymakers and the public.

## Conferences

### Philosophy of Women's Liberation

The Annette Walters' Memorial Conference on the Philosophy of Women's Liberation will be held May 15-17 in Milwaukee, Wisconsin. The conference is being sponsored by The Institute of Women Today, an organization launched in 1974 to involve church and synagogue-related women in the equality effort through workshops on developing a sense of self-esteem and exploring the implications of the Equal Rights Amendment. Dr. Carol

Gould, author of Women and Philosophy, will deliver the keynote address, 'New Perspectives on the Philosophy of Women's Liberation.'

For more information, please write to: Margaret Traxler, SSND, The Institute of Women Today, Suite 202, 1307 S. Wabash, Chicago, IL 60605.

## Berkshire Conference

The Fifth Berkshire Conference on the History of Women, sponsored by Vassar College, will be held June 16-18 in Poughkeepsie, New York. The Opening Session will include an address by Joan Scott, of Brown University, entitled, 'Politics and Professionalism: Women Historians in the 1980's.' Other sessions will include: 'The Beginnings of the Contemporary Women's Movement,' (chaired by Leila Rupp, Ohio State); 'The Power of Greek Women'; 'Two Faces of German Feminism'; 'The Organization of Women in Nineteenth-Century America'; and 'Religion and Reaction in Interwar Europe.' (The Center has available one complete brochure of the program which lists all sessions and presentations.)

Registration for the Conference is \$15 (retired and unemployed persons and graduate students, \$5). Room and board is available (but limited to 1500 participants) for \$50, which will include all lunches, two breakfasts, and two dinners.

For additional information, please write to: Sheila Gillert, Berkshire Conference, Box 186, Vassar College, Poughkeepsie, NY 12601.

## Calls for Papers

### Minority Women: Problems and Strategies

The Mid-Atlantic Regional Convention of the Women's Studies Association will be held October 17 at the University of Maryland in College Park. The conference, 'Minority Women: Problems and Strat-

egies," is being planned to examine the roles and status of ethnic women, not only within the women's movement but within American and foreign social and political institutions. Suggestions and format proposals for workshops and sessions are being sought that will draw on community resources as well as academic programs. Proposals dealing with the cultural achievements of minority women, such as ethnic crafts, music, and art forms, or fiction, poetry, and theatrical performances, either by minority women or on themes pertaining to minority culture, are also encouraged.

Abstracts for papers, discussion groups, and session proposals should be sent to: Jewell Parker Rhodes, Department of English, University of Maryland, College Park, MD 20742.

Deadline for submissions:  
June 15.

## Research Forum Call for Papers

The Center for Women's Studies has issued the Call for Papers and Programs for our annual Research Forum to be held November 6-7 in the Ohio Union. Guidelines for submitting a paper were listed in the April 1981 *Sojourner* and also are available at the Center in 207 Dulles Hall. The deadline for submitting abstracts is May 21. For further information, please call Cathie Direen at 422-1021.

## Presentations, Publications, and Awards

Nancy Erickson, Law. "Equality between the Sexes in the 1980's," *Cleveland State Law Review*, Vol. 28, p. 591.

Nancy Erickson, Law, was named editor of "Women in Legal Education Newsletter" of the Association of American Law Schools.

Martha M. Garland, Continuing Education, *Cambridge Before Darwin: The Ideal of a Liberal Education, 1980-1860*. (Cambridge University Press, December 1980). Martha M. Garland, Continuing Education, presented "Cambridge's Rejection of Paley" to the Midwest Conference on British Studies, October 26, 1980.

Pamela S. Highlen, Psychology, has been appointed to a two-year term on the editorial board of the *Journal of Counseling Psychology*.

Sharon H. Houseknecht, Sociology, was elected At-Large Member of the Executive Committee for the Ohio Council on Family Relations.

Judith Johnson, English, OSU-Newark, chaired "Literature and Popular Culture" at the National Popular Culture Association convention in Cincinnati during March, 1981.

Ilse Lehist, Linguistics, a review of "Estonian Papers in Phonetics" (1978), *Phonetics*, Vol. 37 (1980), pp. 278-281. Also, "Omeparane Luuletuskogu," review of Urva Karuks, Kodakondur, *Mana*, Vol. 46, (1979), p. 65.

Ilse Lehist, Linguistics, presented "Prosodic Change in Progress: Evidence from Estonian," as the presidential address at the winter meeting of the Linguistic Society of America, San Antonio, TX, December 29, 1980.

Laurel Walum Richardson, Sociology, *The Dynamics of Sex and Gender: A Sociological Perspective* (2nd revised edition) Houghton-Mifflin, 1981.

Leila J. Rupp, History and Women's Studies, presented "Feminist Lives in the Fifties" at the College of Wooster, February 3, 1981.

Jane M. Snyder, Classics, *Puns and Poetry in Lucretius' De Rerum Natura* (Amsterdam: BR Gruner Publishing Co., 1980).

Jane M. Snyder, Classics, "The Web of Song: Weaving Imagery in Homer

and the Lyric Poets," *Classical Journal*, Vol. 76 (1981), pp. 193-196.

Warren R. Van Tine, History, presented "Government Intervention in Internal Union Affairs: 1932-1980" at the Institute on Labor, Capital and the State Conference, State University of New York at Binghamton, July 23, 1980.

## Early Registration

Students currently enrolled may pick up Autumn Registration Forms beginning May 19 at their college office, see an adviser and schedule classes for Autumn Quarter.

Participation in Early Autumn Registration affords students a much better chance of receiving requested courses than would waiting to file during the summer.

If you should miss this opportunity to register early, an Autumn Quarter Registration Form will be mailed to your home address July 14, 1981.

## March Against Displacement

The Columbus Tenants Union, in conjunction with the Women's Action Collective and other groups, is sponsoring a March Against Displacement on Saturday, May 16. The march is being organized to call attention to the forced movement of low and moderate income residents out of their neighborhoods to allow for redevelopment of the inner city. The march will cover a 10 mile route through several areas where displacement is now occurring. The purpose is to get a sponsor(s) to pay ? cents or dollars per mile that you walk -- proceeds to the Tenants Union. If you cannot walk, but would like to sponsor a WAC member in the walk, call 294-7522 evenings. For additional information on the walk, call the Tenants Union at 294-3336.

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Comments and announcements from our readers are welcome; deadline for copy is the fifth of the preceding month.

Correspondence should be directed to:

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